

THE COMPARISON OF COLLABORATIVE LEARNING TECHNIQUES: THINK-PAIR-SHARE AND CO OP – CO OP IN IMPROVING STUDENTS' DESCRIPTIVE WRITING

Kurnia Anggraini, Ari Nurweni, Ujang Suparman
FKIP Unila, Jl. Prof. Dr. Soemantri Brojonegoro No.1 Bandar Lampung
Magister Pendidikan Bahasa Inggris
e-mail : kurniaanggrainilampung@gmail.com
HP 082281218878

Abstrak: Perbandingan Teknik-teknik. Tujuan dari penelitian ini adalah untuk menemukan apakah terdapat peningkatan dalam kemampuan menulis teks deskriptif siswa setelah diajar menggunakan teknik pembelajaran kolaboratif: Think-Pair-Share dan Co Op – Co Op dan untuk melihat persepsi siswa terhadap kedua teknik tersebut. Penelitian ini dilaksanakan di SMPN 11 Kotabumi, Lampung Utara pada semester pertama tahun ajaran 2016/2017. Peneliti menggunakan pendekatan kuantitatif dan kualitatif. Tes menulis diberikan untuk melihat peningkatan menulis teks deskriptif siswa. Untuk menemukan persepsi siswa terhadap kedua teknik tersebut, peneliti menggunakan pengamatan dan wawancara. Berdasarkan hasil analisa data, kedua teknik pembelajaran kolaboratif membantu meningkatkan kemampuan menulis teks deskriptif siswa. Kemudian, berdasarkan hasil pengamatan dan wawancara, para siswa menunjukkan perilaku yang positif. Mereka merasa nyaman dan lebih percaya diri dalam mengerjakan tugas secara berpasangan maupun berkelompok.

Kata Kunci: co op – co op, kolaboratif, think-pair-share.

Abstract: The Comparison of Collaborative Learning Techniques: Think-Pair-Share and Co Op – Co Op in Improving Students' Descriptive Writing. The objectives of this research were to find out whether there is any improvement of students' descriptive writing after being taught through collaborative learning techniques: Think-Pair-Share and Co Op - Co Op and to find out what the students' perceptions on both techniques are. This research was conducted at SMPN 11 Kotabumi, North Lampung at the first semester of 2016/2017 academic year. The researcher used quantitative and qualitative approaches. In order to see the students' descriptive writing improvement, the writing tests were administered. Then, to find out the students' perceptions, the researcher used observation and interview. Based on the data analysis, the two collaborative learning techniques were helpful to improve the students' descriptive writing. Then, based on the observation and interview the students showed positive attitude. They felt enjoyable and more confident to do the task in pairs and groups.

Keywords: collaborative, co op – co op, think-pair-share.

INTRODUCTION

Writing is one of the indispensable things in studying English. It is one of the language skills students have to learn in their learning process (Huy, 2015:66). It is also one of the ways to transmit thoughts or ideas to the other people or as an instrument through which people communicate with one another in time and space, transmitting their culture from one generation to another. (Huy, 2015:56; Nosratinia and Nikpanjeh, 2015:2218).

In the context of a language classroom in a secondary school, writing means learning and practicing the grammar of a language through written exercises. The students learn to write the sentences grammatically correct in orthography (Javed, et al., 2013:132).

Writing skill is more complicated than other language skills since this skill is the most difficult to be mastered, students have to acquire the other skills earlier before they want to acquire writing skill. Even sometimes a native speaker of the English language may experience complication in a tricky situation (Javed, et al., 2013:130). Muslim (2014:105) also states that writing well is really a big challenge for both native and non-native students. In general, it is much bigger with students of English as foreign language. This is because writing requires coordination and integration of multiple processes, including planning, production, editing, and revision. Composing requires prior knowledge of topic, genre, conventions, and rules as well as the ability to access, use and organize

that knowledge when writing (Jalaluddin, et al., 2015:546).

Furthermore, in the junior high school curriculum, students are expected to be able to write some kinds of texts, namely: descriptive, procedure, narrative, recount and report. The descriptive text is the only text that is taught from the seventh to the ninth grade. Because of that, it can be seen as one of the integral parts of the junior high school curriculum.

However, based on the pre-observation that was conducted by the researcher at the SMPN 11 Kotabumi, North Lampung, it was found out that eight out of ten students still wrote poorly. They still had problems in all the writing aspects, i.e. content, organization, vocabulary, language use and mechanics. The problem might due to the lack of writing practice since they rarely write in English. Another problem deals with the students' motivation. They had low motivation in writing because they were not interested in writing English texts.

The students' learning strategies were the other factor. They did not know how to learn well. Inappropriate teaching techniques used by the teacher also influenced the students' writing. The teacher might not implement suitable teaching techniques for writing, because of that, the students were not interested and motivated to write. In teaching writing, some exercises are needed to make the students be able to make a good writing, and what happening here was the teacher only teaches the students about the texts and did not let the students to get

chance to practice in writing some text.

The last problem was related to the learning environment. The school environment did not facilitate the students to write in English, since English was hardly found and used there. Due to that matter, they were in lack of English vocabulary knowledge.

Following the previous explanation, the findings of the research conducted by Faisal and Suwandita (2013:240) showed that the most difficult text to write for students is the descriptive text in paragraph form. This problem is caused by some cases. Most students are in lack of vocabulary and they also have difficulties in applying correct English grammar. Besides, students need a long time to think of the ideas that should be put into the descriptive writing paragraph. This condition is the result of the teaching method used by the teacher. The teacher in the research rarely used various techniques in teaching. Hence, the teaching and learning process became monotonous. Automatically, it influenced the atmosphere of the class. The students felt bored and they got little understanding about the material.

To solve the problem there are many techniques that can be used by the teacher. One of them is the collaborative learning techniques. Collaborative learning refers to an educational approach to teaching and learning involving groups of learners working together to solve a problem, complete a task, or create a product. It is also as an instructional method in which learners at various performance levels work together in

small groups towards a common goal. The learners are responsible for one another's learning as well as their own (Laal and Godshi, 2012:486-487).

There are many kinds of techniques that include in collaborative learning. Such techniques as: *Fishbowl*, *Jigsaw*, *Paired Annotations*, *Think-Pair-Share* and *Co Op – Co Op*. In this study, the researcher only focused on two of the techniques, namely: *Think-Pair-Share* and *Co Op – Co Op* that would be implemented in teaching and learning process and they would also be compared to each other to find out which one was more suitable to improve students' descriptive writing. The consideration in choosing those two techniques was based on the characteristic of the two techniques that was assumed to be suitable to be used in teaching writing. The difference of the number of students that should be involved in each technique also became another consideration. In think-pair-share the students should work in pair, so there were only two students in a group, and in Co Op – Co Op the number of students that should be involved in a group was more than two. So, the researcher tried to find out which one was better in improving students' descriptive writing, the group who had less or more students.

The last consideration was based on the research that has been conducted by Bataineh (2015) which shows that both of the collaborative learning techniques: *Think-Pair-Share* and *Co Op – Co Op* were effective in enhancing the performance students from tertiary level. Because the

ability of secondary and tertiary level are very different, this research will attempt to find out whether the two of collaborative learning technique would also enhance the performance of secondary student especially in making descriptive writing or not.

In this research, the implementation of those two learning techniques in teaching writing the descriptive text was assumed to be able to improve students' descriptive writing at SMPN 11 Kotabumi North Lampung at the first semester. Hence, this study was conducted to implement and compare the two techniques of collaborative learning to find out which technique was more effective to improve students' descriptive writing and also to find out what aspect of writing that was improved the most by each technique. Besides, this study was also conducted to find out how the two collaborative learning techniques go on in the writing teaching learning process.

Based on the background above, the problems arouse are:

1. Is there any significant difference of the students' descriptive writing at SMPN 11 Kotabumi North Lampung after being taught through collaborative learning techniques: Think-Pair-Share and Co Op – Co Op?
2. Which one of collaborative learning techniques between Think-Pair-Share and Co Op – Co Op is more effective to improve students' descriptive writing?
3. What aspect of students' writing is improved the most by the Think-Pair-Share technique?
4. What aspect of students' writing is improved the most by the Co Op – Co Op technique?

5. What are the students' perceptions on collaborative learning techniques: Think-Pair-Share and Co Op – Co Op?

METHODS

The researcher used quantitative and qualitative approaches. To find out the students' perception on both of collaborative learning techniques: Think-Pair-Share and Co Op – Co Op, the researcher used observation and interview that have been analyzed qualitatively. As for the quantitative approach, Time Series Design was used in this research. The researcher used inter-rater reliability. It referred to the concern that a students' score may vary from rater to rater. The calculation showed that the coefficient of rank correlation of the test was 0.994 in the first class and 0.996 in the second class. It could be assumed that, this instrument had a very high reliability and proper to be used to get the data. In construct validity, The observation guide of this technique is adapted from Kagan (1985). In Think-Pair-Share, it is adapted from Tint (2015). Then the researcher recorded the teaching and learning process when the researcher applied the two techniques of collaborative learning. It is from the steps of teaching learning activity. Several questions related to the use of collaborative techniques in teaching learning process were asked to the students after they were taught through the two techniques. It is adapted from Rafik-Galea, et al (2012) who conducted a research about collaborative learning technique and writing. Therefore, it can be considered that all the instruments are valid.

The subjects of this research were the students from two classes of the eighth grade students of SMPN 11 Kotabumi, North Lampung. Two classes were used in this research because this research attempted to compare two techniques of collaborative learning: Think-Pair-Share and Co Op – Co Op, so the first class was taught through Think-Pair-Share technique and the second class was taught through Co Op – Co Op technique.

RESULTS

The first hypothesis was tested using paired sample t-test and the result of t-test computation the t-value was higher than t-table $12.264 > 2.030$ which indicates that there is an improvement of the students' descriptive writing score after being treated with Think-Pair-Share technique.

To see the students' descriptive writing improvements, the result of the students' scores in both classes was summed up in the figures below:

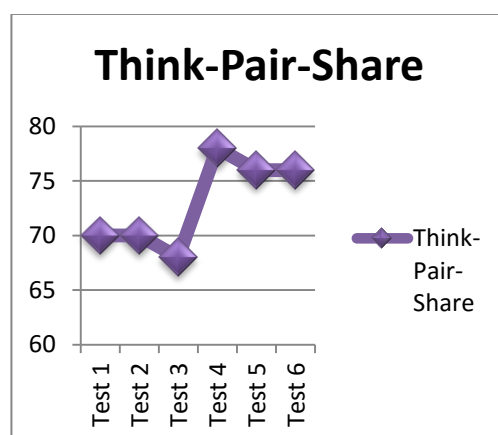


Figure 1. Students' Descriptive Writing Improvements in the First Class

However, teaching descriptive writing through Think-Pair-Share technique not only increased the

students' score in general, but also in every aspect of writing: content, organization, vocabulary, language use and mechanics.

In addition, the second hypothesis showed that there is a significant difference of the students' descriptive writing score which also indicates an improvement of the students' score after being taught through Co Op – Co Op technique based on the result of t-test computation in which the t-value was higher than t-table $11.369 > 2.028$.

Also, to see the students' descriptive writing improvement, the result of the students' scores in the second class was summed up in the figures below.

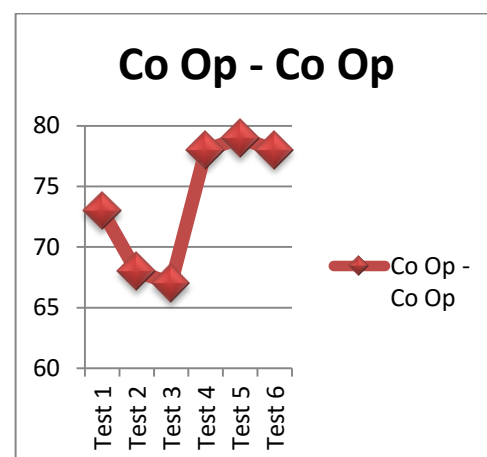


Figure 2. Students' Descriptive Writing Improvements in the Second Class (VIII-4)

However, teaching descriptive writing through Co Op – Co Op technique not only increased the students' score in general, but also in every aspect of writing; i.e. content, organization, vocabulary, language use and mechanics.

Moreover, the third hypothesis showed that there is a significant

difference of students' descriptive writing score in each aspect of writing before and after being taught through Think-Pair-Share technique. The result of t-test computation in which the t-value was higher than t-table also indicates that there is an improvement of the students' descriptive writing score after being treated with Think-Pair-Share technique. Moreover, organization was the mostly improved writing aspect by Think-Pair-Share technique with 12.62% improvement.

Again, the fourth hypothesis proved that there is a significant difference of students' descriptive writing score in each aspect of writing before and after being taught through Co Op – Co Op technique. The result of t-test computation in which the t-value was higher than t-table also indicates that there is an improvement of the students' descriptive writing score after being treated with Think-Pair-Share technique. Furthermore, it also shows us that organization was the mostly improved writing aspect by Think-Pair-Share technique with 13.20% improvement.

At last, in the fifth hypothesis, it showed that there is no different improvement of students' descriptive writing between students who are taught through Think-Pair-Share and Co Op – Co Op technique since $t\text{-value} < t\text{-table}$, which means that H_0 was accepted and H_1 was rejected. Although the students' mean score in the Co Op – Co Op technique was higher than the students' mean score in Think-Pair-Share technique but there is no statistically difference of the descriptive writing scores of the students who were treated through

Think-Pair-Share and Co Op – Co Op techniques.

DISCUSSION

The result of the test before the treatments in both classes revealed that most of the students' scores were less than 72 as the mastery learning standard. In the first class, there were 62.9% or 22 students, while in the second class there were 66.7% or 24 students. It means that the results of the tests before the treatments in both classes were regarded as being not satisfactory since most of the students got score less than 72.

After the treatments, it was found that in the first class most of students' scores were in range 72-91 (80%). It means that most of students passed the score of 72. Comparing the data from previous test, the result showed that the students' score increased. It also happened in the second class, the result of the analysis showed that the majority of students' scores were in range of 72-96. It also means that most of the students (75%) have passed score of 72 as mastery learning standard score.

Following the previous explanation, it was found that based on the statistical analysis the students' descriptive writings were significantly improved by both of collaborative learning techniques: Think-Pair-Share and Co Op – Co Op. The result of two tailed 0,000 ($p < 0.05$) in the hypothesis testing means that there is a statistically difference on students' descriptive writing taught through the two of collaborative learning techniques:

Think-Pair-Share and Co Op – Co Op.

In the first class, the highest score increased from 81 to 88 and the lowest score increased from 58 to 63. The mean score increased from 69.58 to 76.36, meaning that the score increased 6.78 point. While for the second class, the highest score increased from 83 to 93 and the lowest score increased from 56 to 61. The mean score increased from 69.17 to 77.70, meaning that the score increased 8.53 point.

This result was in line with the finding of Bataineh (2015) who conducted a research related to the use of Think-Pair-Share and Co Op – Co Op in undergraduate students' academic performance in educational psychology course at the tertiary level. The research showed that the students who were taught using both of those techniques had mean gain scores significantly different from those students taught using traditional strategy. The finding revealed that students' performance was better enhanced when students were taught by using those techniques. The finding also proved that collaborative learning technique is effective in improving students' performance especially in writing not only in tertiary level, but also in secondary level. This result of the test is also in a close agreement with Dobao (2012) who reported that collaborative learning can improve students' academic performance.

The study investigated the benefits of collaborative writing tasks. It provided evidence of the benefits of collaborative work on written production and in this way offers

additional support for the use of collaborative writing tasks in the L2 classroom. Collaboration, whether in pairs or in small groups resulted in greater grammatical and lexical accuracy. Although group work offered fewer opportunities for individual participation, it had a positive impact on collaborative dialogue. Learners working in small groups paid more attention to language and were more successful at solving language-related problems than learners working in pairs. Subsequently, they were also linguistically more accurate. Therefore, both group and pair writing assignments should have their place in the classroom.

At the beginning of the treatment, the students had the same ability in descriptive writing it showed by the result of homogeneity test that shows 0.748 as the value of two-tailed significant. Since the result was greater than 0.05, it means that the students of both classes had the same basic ability in writing. After having three times of treatments in each class by using different techniques, it was found that the increase of the students' descriptive writing score between the first and second class was no significantly different. It shows that $t\text{-value} = 1.952$ and 1.961 with $t\text{-table} = 1.994$, which means that $t\text{-table}$ is greater than $t\text{-value}$. It indicates that there is no different improvement of students' descriptive writing between students who are taught through Think-Pair-Share and Co Op – Co Op technique since $t\text{-value} < t\text{-table}$, which means that H_0 was accepted and H_1 was rejected.

On the other hand, the result shows that the aspect of writing which

improved the most in Think-Pair-Share and Co Op – Co Op technique was organization aspect. The gain score of the organization aspect increased 12.62% in Think-Pair-Share technique, while in Co Op – Co Op, it increased 13.20%. The students in both classes showed fluent expression and clear ideas in the way they wrote descriptive texts. Moreover, Laal and Godshi (2012) stated that collaborative learning promotes critical thinking skills and involves students actively in the learning process. Since the students worked in group, based on the interview, the students felt comfortable with the learning atmosphere. Then, the teacher elaborated the sentence structure to the students in order for them to make each paragraph coherent. Because of that, the organization aspect in descriptive writing increased.

The students showed positive attitude in all the steps in Think-Pair-Share because they felt that checking their pairs' work and giving suggestion to each others were very useful for them in improving their descriptive writing. The result was the same as the research that was conducted by Suteja (2012) which indicated that the participants of her research had positive attitude towards the peer reviews. The result also shows that most of the students agreed that peer reviews are to some extent useful because the reviewers helped them see the errors in their first draft and they could discuss the errors with their reviewers for improvement. It means that the correction and comments help learner do revision. Therefore, Think-Pair-Share is appropriate to

improve students' descriptive writing.

Co Op – Co Op technique also improved the students' descriptive writing. The students' attitude towards this technique was also positive. In this technique, the students received more feedback and correction since they got feedback two times from their own groups' members and the other groups' member. This result has the same finding with the research of Rahmasari and Amumpuni (2012). The result of the research is that Co Op – Co Op technique can increase the students' performance. The students feel comfortable when being taught through this technique. It also increases the students' motivation and makes them active.

CONCLUSIONS

Based on the findings of the data analysis, some conclusions could be drawn that the two collaborative learning techniques (Think-Pair-Share & Co Op – Co Op) improve students' writing ability to write descriptive text. It proves that the techniques are helpful to improve the students' descriptive writing. On the other hand, there is no different improvement of students' descriptive writing between students who are taught through Think-Pair-Share and Co Op – Co Op technique. Both of the collaborative techniques were not only effective in improving students' descriptive writing in general, but also they were effective in improving students' score in all aspects of writing: content, organization, vocabulary, language use and mechanics. Organization was the aspect of writing that is mostly

improved by Think-Pair-Share and Co Op –Co Op technique.

The students in both classes showed fluent expression and clear ideas in the way they wrote descriptive texts. It proved that collaborative learning promotes critical thinking skills and involves students actively in the learning process. Since the students worked in group, based on the interview, the students felt comfortable with the learning atmosphere. Then, the teacher elaborated the sentence structure to the students in order for them to make each paragraph coherent. Because of that, the organization aspect in descriptive writing increased.

In Think-Pair-Share and Co Op –Co Op technique, the students showed positive attitude in all the steps. They also felt that checking their friends' work and giving suggestion to each other were very useful for them in improving their descriptive writing and their confidence when they should write individually.

SUGGESTIONS

In accordance with the findings and conclusions, some suggestions are proposed as follows:

1. For the teacher:

In teaching writing, especially in descriptive writing it is better for the teacher to use collaborative learning technique in which the students can work together when they are learning, since it was proven that the technique can significantly increase the students' descriptive writing performance and also makes the students feel

more enjoyable and confident to write the text.

2. For further researchers:

In this research, the researcher chose the 8th grade of junior high school students. During the research, it was difficult to the students to work in groups and pairs since they were never work in group before. Besides, this research implemented time series design in which the students should make descriptive writing with the same theme in 6 times, and this made them feel bored with the test. Thus, further researchers can do the research related to descriptive text and collaborative learning techniques in different level of students with different design to produce a better result of the research.

REFERENCES

- Bataineh, M. 2015. Think-Pair-Share, Co Op-Co Op and Traditional Learning Strategies on Undergraduate Academic Performance. *Journal of Educational and Social Research*, Vol. 5, No.1: 217-226.
- Dobao, AF. 2012. Collaborative Writing Task in L2 Classroom; Comparing Group, Pair and Individual Work. *Journal of Second Language Writing*, Vol. 21: 40-58.
- Faisal and Suwandita, K. 2013. The Effectiveness of FRESH Technique to Teach Descriptive Paragraph. *Journal of Education and Learning*. Vol. 7, No. 4: 239-248.

- Huy, N. 2015. Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School. *Asian Journal of Educational Research*, Vol. 3. No. 2: 53-69.
- Jalaluddin, I., Paramasivam, S, Husain, S and Abu Bakar, R. 2015. The Consistency between Writing Self-efficacy and Writing Performance. *Journal of Language Teaching and Research*, Vol. 6, No. 3: 545-552.
- Javed, M., Juan, WX and Nazli, S. 2013. A Study of Students' Assessment in Writing Skills of the English Language. *International Journal of Instruction*, Vol. 6, No. 2: 129-144.
- Kagan, S. 1985. Co-Op Co-Op: A Flexible Cooperative Learning Technique. In R.E Slavin, S. Sharan, S. Kagan, R. Hertz-Lazarowitz, C. Webb & R. Schmuck (Eds.). *Learning to cooperate: Cooperating to learn*. New York: Plenum.
- Laal, M and Ghodsi, SM. 2012. Benefits of Collaborative Learning. *Procedia-Social and Behavioral Sciences*, Vol. 31: 486-490.
- Muslim, IM. 2014. Helping EFL Students Improve Their Writing. *International Journal of Humanities and Social Science*, Vol. 4, No.2: 105-112.
- Nosratinia, M and Nikpanjeh, N. 2015. Promoting Foreign Language Learners' Writing: Comparing the Impact of Oral Conferencing and Collaborative Writing. *Theory and Practice in Language Studies*, Vol. 5, No. 11: 2218-2229.
- Rafik-Galea, S, Nalini A. and Geraldine dM. 2012. Enhancing ESL Students Academic Writing Skills through the Term-Paper; *Pertanika J. Social Science and Humanity* Vol. 20, No. 4: 1229 – 1248.
- Rahmasari, BS and Amumpuni, RS. 2014. Implementasi Teknik Co-op Co-op dalam Meningkatkan Ketrampilan Membaca Intensif pada Mahasiswa Semester II IKIP PGRI Madiun. *Jurnal LPPM* Vol. 2 No. 2: 47-48.
- Suteja, H. 2012. The Students' Atitude Towards Peer Review in a Translation Class. A *Journal of Language Literature Culture and Education POLYGOT*, Vol. 6, No.1: 19-27.
- Tint, S.S. and Nyunt, E.E. 2015. Collaborative Learning with Think-Pair-Share Technique. *Computer Applications: An International Journal (CAIJ)*, Vol. 2, No. 1: 1-11.